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ABSTRACT

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and apprizes the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Knoxville, Tennessee, City schools; reaction reports from teachers, administrators, and university personnel; and onsite visitations by Title I staff and university consultants. Related documents are EA 003 720 and EA 003 721. (EA)

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EA

KNOXVILLE CITY SCHOOLS

EVALUATION

PL89-10, TITLE I

REGULAR SCHOOL PROGRAM

E. N. ASLINGER
SUPERINTENDENT

EA 003 692

ED053464

ESEA Title 1 Evaluation

FY 1970

Question I. Effect Upon Educational Achievement System-Wide

System-wide results of grade equivalents on the California Achievement Test Battery and Comprehensive Tests of Basic Skills are listed below. Tests were administered during the seventh month of school; thus an average achievement grade equivalent for a first grade student should be 1.7; for a fifth grader 5.7; and for an eighth grader 8.7. These figures represent national grade equivalents.

	Total Reading	Total Arithmetic	Total Language	Total Battery
Grade 1	1.74	1.77	1.91	1.80
Grade 2	2.79	2.91	2.85	2.74
Grade 3	3.80	3.89	3.92	3.75
Grade 4	5.33	5.44	5.40	5.46
Grade 5	5.95	6.02	6.29	6.11
Grade 6	6.51	6.74	6.84	6.76
Grade 7	8.02	7.71	8.42	8.08
Grade 8	8.75	8.43	9.11	8.83
Grade 9	9.32	9.26	9.64	9.50
Grade 10	10.95	10.53	11.44	11.19
Grade 11	11.69	10.97	12.02	11.74
Grade 12	11.80	11.32	12.33	12.04

Project School-Wide

The number of students who are listed as "project school children" are the total enrollments from all schools listed; in other words, all students in each and all of the Knoxville City Schools so classified as project schools for the school year 1969-70 are used in the sample. Title I participants for which data are presented are:

Grade 1	-	1207	students
Grade 2	-	982	"
Grade 3	-	972	"
Grade 4	-	959	"
Grade 5	-	944	"
Grade 6	-	1027	"
Grade 7	-	698	"
Grade 8	-	642	"
Grade 9	-	548	"
Grade 10	-	471	"
Grade 11	-	876	"
Grade 12	-	444	"
Total Sample	-	9,770	students

COMPARISON CHART OF PROJECT AND
TOTAL SCHOOL DISTRICT TEST RESULTS
BASED UPON GRADE EQUIVALENTS

(California Tests - Administered April 1970)

	Total Reading	Total Arithmetic	Total Language	Total Battery
Grade 1				
Project	1.53	1.43	1.66	1.57
District	1.74	1.77	1.91	1.80
Difference	-.21	-.34	-.25	-.23
Grade 2				
Project	2.07	2.50	2.33	2.26
District	2.79	2.91	2.85	2.74
Difference	-.72	-.41	-.52	-.48
Grade 3				
Project	2.99	3.31	3.10	3.06
District	3.80	3.89	3.92	3.75
Difference	-.81	-.58	-.82	-.69
Grade 4				
Project	4.58	4.76	4.64	4.75
District	5.33	5.44	5.40	5.46
Difference	-.75	-.68	-.76	-.71
Grade 5				
Project	5.48	5.37	5.20	5.31
District	5.95	6.02	6.29	6.11
Difference	-.47	-.65	-1.09	-.80
Grade 6				
Project	5.67	6.11	5.98	5.96
District	6.57	6.74	6.84	6.76
Difference	-.90	-.63	-.86	-.80
Grade 7				
Project	6.55	6.64	7.14	6.82
District	8.02	7.71	8.42	8.08
Difference	-1.47	-1.07	-1.28	-1.26
Grade 8				
Project	7.17	7.34	7.78	7.47
District	8.75	8.43	9.11	8.83
Difference	-1.58	-1.09	-1.33	-1.36

	Total Reading	Total Arithmetic	Total Language	Total Battery
Grade 9				
Project	7.94	7.83	7.39	8.09
District	9.32	9.26	9.64	9.50
Difference	-1.38	-1.43	-2.25	-1.41
Grade 10				
Project	8.85	8.31	9.79	9.17
District	10.95	10.53	11.44	11.19
Difference	-2.10	-2.22	-1.65	-2.02
Grade 11				
Project	9.71	8.50	10.21	9.60
District	11.69	10.97	12.02	11.74
Difference	-1.98	-2.47	-1.81	-2.14
Grade 12				
Project	10.01	9.28	11.03	10.29
District	11.80	11.32	12.33	12.04
Difference	-1.79	-2.04	-1.30	-1.75

Note that gaps in educational achievements (-numbers) between project school children and district wide grade placements equivalents increase as children progress from elementary grades to junior high through senior high. It thus appears that more is being accomplished in the elementary grades in bridging the achievement gaps than is done in secondary grades.

The grade equivalents of project schools is listed in the chart below. The norms used are "national grade equivalents" as determined by the California Testing Bureau. No data are available on the reading achievement levels of educationally deprived pupils in a non-public school situation.

Grade	Total Reading	Total Arithmetic	Total Language	Total Battery
1	1.53	1.43	1.66	1.57
2	2.07	2.50	2.33	2.26
3	2.99	3.31	3.10	3.06
4	4.58	4.76	4.64	4.75
5	5.48	5.37	5.20	5.31
6	5.67	6.11	5.98	5.96
7	6.55	6.64	7.14	6.82
8	7.17	7.34	7.78	7.47
9	7.94	7.83	7.39	8.09
10	8.85	8.31	9.79	9.17
11	9.71	8.50	10.21	9.60
12	10.01	9.28	11.03	10.29

The elementary arithmetic prógeam unquestionably is more effective than the elementary reading program. The reading deficiency is less than the arithmetic deficiency in the first grade for project youngsters. Test results indicate that the arithmetic deficiency is less than the reading deficiency in grades two through eight with one exception. This is clearly indicative of the progress or effectiveness of the arithmetic program over the reading program. Project youngsters in grades four and six scored above the national norm in arithmetic which is a noteworthy achievement. A review of the test results will indicate that the performance deferentials of project youngsters as compared to non-project youngsters are far less pronounced in the elementary grades as compared to the secondary grades. The test results give rise to the question as to whether or not there should be more con-contration of the program with respect to subject or discipline areas to be treated inasmuch as adequate funds are not available for adequate treatment of several areas or disciplines.

There is considerable evidence that the effectiveness of this Title I Program is related to cost. Considerably less money and effort have been expended on the secondary program and this is clearly reflected in the test performance results. The differences between project youngsters and non-project youngsters generally become more magnified as the grade levels increase. It should be pointed out here that Knoxville's original

Title I Program was designed for elementary youngsters only. Treatment of secondary youngsters has been attempted for the past three and one-half years on a limited basis while elementary youngsters have been treated for almost five years. Without Title I the differences between project youngsters and non-project youngsters would probably be more pronounced. This statement can be supported by the fact that with less Title I emphasis on the secondary program the differences between project youngsters and non-project youngsters are far more pronounced. This, of course, would tend to indicate that cost does have a positive relationship with respect to the test performance of the children.

Question II. What were the major characteristics of your Title I project that were most effective in improving educational achievement?

Teachers and principals expressed the opinion that the Title I breakfast program and the environmental studies program were most effective in improving educational achievement. Students were accompanied by teachers to the Tremont Environmental Program in the Smoky Mountains for a one-week stay to correlate nature studies with their usual classroom course offerings. The U.S. Park Service in conjunction with Maryville College sponsored the program. Many other field trips of a shorter duration were scheduled during the duration of the program.

A review of test results revealed that the students taking part in the language and mathematics experience centers program made far greater gains than those not assigned to these activities. This, of course, gives rise to question as to whether to increase the number of mathematics and language experience centers in the program. Efforts to do this have met with repeated failures because of the lack of available classroom space. Title I funds are not generally approvable for providing additional space needs. Special needs classes were initiated in the secondary schools during the school year. The late arrival of most of the equipment due to the inability of suppliers to deliver in time was a negative contributing factor to this program. The delay in preparing space requirements to an acceptable condition for the program also contributed to a late effective starting date for this program.

Because of these delays no attempt was made to objectively evaluate the special needs program. Hopefully, this can be accomplished during the upcoming school year.

Schools in Title I areas are generally overcrowded with little or no extra space for Title I programs which by law are supplemental in nature. The problem is far more acute in elementary schools than in secondary schools.

Question III. Has your Title I program affected the administrative structure of your agency? Have educational practices in your county been changed by your Title I program?

Title I programs have made it possible for the local agency to add minority group representation on its central administrative staff. This was made possible because of the availability of funds to increase administrative and supervisory personnel for the new compensatory programs.

The LEA has been able to improve its pupil assessment program because of experience gained through participation in Title I.

Title I programs have created a tremendous amount of public support for LEA sponsored kindergartens.

Title I programs have helped to develop some degree of concern for the disadvantaged and their problems. There is, of course, a strong feeling on the part of many that Title I programs should be made available to all regardless of their economic status or place of abode.

Question IV. Give a complete description of the coordination of your Title I program with other federally funded programs or agencies, and identify the programs and agencies.

HEAD START

The follow-up activities of the Head Start participants who move into the regular school program provide outstanding examples of how two separate federally funded programs can be coordinated. During the seven-week duration of the program, it is not possible to satisfy all the needs of all the participants. Many of the kinds of needs that are met to a large degree are medical, dental, nutritional, educational, cultural enrichment and psychological. Many aspects of the child and his family life are improved during this brief period, and the need for follow-up treatment and close attention becomes a "must." Records of the deficiencies and needs of these children are sent to the schools that they are to attend. Teachers and guidance counselors are strongly urged to study these findings and to use them as a springboard for providing the kind of guidance that is meaningful.

NEIGHBORHOOD YOUTH CORPS

This program provides new environmental situations to encourage secondary youngsters to ascribe to higher ideals and effect a recommitment to society. The provision of income for these youth from low-income families reduces factors which exclude them from full participation in school activities and which keep them in the roles of the isolated. This program serves as a significant complement to the Title I Program.

NEW CAREERS

The Office of Economic Opportunities New Careers Program provides the services of para-professional trainees. This program made available quality training opportunities for seven persons. Most of these individuals found employment in the school system upon completion of their training and internship. The New Careers Program was coordinated with the Title I Kindergarten Program and with the Title I library services component.

BREAKFAST PROGRAM

The Title I breakfast program was operated with food secured from the Department of Agriculture and with labor costs being borne by the PL89-10, Title I Program. This cooperative arrangement proved successful and desirable.

EPDA TEACHER AIDE TRAINING

Eight teacher aides were trained with funds from the EPDA Program. Participating aides were employed in the Title I Program upon successful completion of their training. Title I was, therefore, the recipient of the fruits of the EPDA training program. This proved to be a mutually profitable arrangement.

Question V. If your project has involved non-public school children, describe how their educational needs were assessed, planned, and met, and describe how non-public school officials were involved.

All non-public schools declined an invitation to participate in the Title I compensatory education program on the basis of not having any

eligible children (disadvantaged) enrolled. There was some participation in the summer school program however.

Question VI. Describe Inservice training activities furded through Title I. How many teachers and aides were involved? Give examples, if any, of joint training programs.

Monthly in-service meetings were held for teachers in Communication Skills. In these meetings there were discussions concerning the problems that teachers were experiencing in teaching the disadvantaged.

Experts from the University of Tennessee Reading Center and resource persons representing several publishing companies were brought in to discuss new methods and techniques in teaching communication skills.

At the end of the year teachers were sent questionnaires in which they were asked to give their overall impressions of the year's work and to list any suggestions for improvement. Most suggested a work-shop during the summer and a closer working relationship with the other teachers in the same school.

There were 32 teachers, 2 guidance counselors, and 14 teacher aides involved in the training. There were no joint training programs involved.

Personnel listed above participated in a two-week workshop during the month of August. A representative from the State Title I Evaluation Office served as one of the guest consultants. Her contributions with

respect to the need for and use of behavioral objectives were received with enthusiasm and warmly appreciated.

Question VII. How were parents and community members involved in your Title I Project?

A strong effort is continually exerted to help parents understand how the Title I Program supports the goals and purposes of the total school program. This is done in the following ways:

1. By providing parents with information about their children that will assist them in setting realistic expectations.

2. By setting up individual and group meetings with parents to discuss the child's progress in:

   (a) academic adjustment

   (b) personal-social relationships

   (c) home-family problems

   (d) individual aspirations

   (e) how to study

3. By urging more frequent visitation of parents to observe classroom situations in which their children are involved.

4. By letting parents know that they are needed in the planning and the implementation of the school program.

A Parent-Community Advisory Committee was formed to discuss on-going projects and those to be planned for the coming year. It was felt that the kinds of projects made available to youngsters in the inner-city schools could be greatly improved by having more direct participation from the community. The enthusiasm at the numerous meetings that have

been held thus far has been at a high level; many splendid ideas and suggestions have come from this cross-section of community representation. The committee will continue to function in this capacity. The local Central PTA Council has made available a position on its executive board for the Supervisor of Title I Programs so as to make for better coordination of PTA compensatory efforts and those of Title I.

APPENDIX

EXHIBIT I

ELEMENTARY SECONDARY EDUCATION ACT
PL 89-10, TITLE I
ADVISORY COMMITTEE MEETING

P R O G R A M

Knoxville City Schools
Olin L. Adams, Jr., Superintendent

February 17, 1970
Austin-East High School

KNOXVILLE CITY SCHOOLS PL89-10, TITLE I
ELEMENTARY SECONDARY EDUCATION ACT

February 17, 1970 12 Noon

A G E N D A

I. GREETINGS . . . . . Mr. Harry Gillespie
Supervisor of Federal Projects

II. TITLE I OVERVIEW . . . . . Reverend Kenneth Maclean
Chairman, Title I Advisory Committee

III. REMARKS . . . . . Parent (to be selected)

IV. REMARKS . . . . . Board Member
Board of Education

V. INVOLVEMENT DISCUSSION . . . . . Reverend Kenneth Maclean

VI. REMARKS . . . . . Mr. E. N. Aslinger
Assistant Superintendent
Vocational-Adult Education and Federal Projects

CITIZENS ADVISORY COMMITTEE

1969-1970

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Mrs. Sarah M. Greene, 2nd Vice President

W. Howard Temple, Treasurer

Luther Woods, Secretary

Kenneth Bailes

Charles R. Burchett

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E. N. Aslinger, Assistant Superintendent for Adult-Vocational Education and Federal Projects

Dr. Fred Bedelle, Jr., Assistant Superintendent for Personnel and Development

H. T. Ballard, Assistant Superintendent in Charge of Business Affairs

Dr. Roy W. Wallace, Assistant Superintendent for Instruction

Dr. Earl W. Henry, Director of Secondary Education

Title I Administrative Staff

Harry Gillespie, Supervisor of Federal Projects

Mrs. Ruth Sams, Supervisor of Nursery Schools and Kindergartens

Ottis T. Hogue, Consultant for Federal Projects, Secondary

Melford Miller, Consultant for Federal Projects, Elementary

Mrs. Nevada Ingle, Administrative Assistant (Special Assignment)

Advisory Committee - Community at Large

Reverend Kenneth Maclean, President
Knoxville Ministerial Association
Unitarian Church
3219 Kingston Pike

Mrs. Edwina Harvey
4000 McDonald Road

Mr. Albert G. Holmes
7005 Wellington Drive

Reverend R. E. James
2435 Brooks Avenue

Mrs. F. W. Lacy
7116 Stockton Drive

Father Frank Mankel, Superintendent
Knoxville Catholic Schools
413 Commerce Avenue

Mr. C. L. Mauk, Superintendent
John Tarleton Home for Children
Sutherland Avenue

Mrs. B. H. Netherland, President
Knoxville NAACP
1856 Prospect Place

Mr. L. T. Ross, Director
Community Action Committee
318 Winona Street

Advisory Committee - Parents

Beaumont School

Mrs. William Surrette
1210 Oldham Street

Brownlow School

Mrs. R. L. Buffaker
1410 Kenyon

Cansler School

Mrs. Elizabeth Cross
2318 Texas Avenue

Cedar Crove School

Mrs. Blaine T. Nichols, Jr.
1516 Third Creek Road

Eastport School

Mrs. Mary Blair
1805 Crestview Street

Fair Garden School

Mrs. Charles Rader
3506 Ashland

Flenniken School

Mrs. Ralph Fuqua
515 Goldfinch Avenue

Green School

Mrs. Douglass Johnson
2918 East Fifth Avenue

Lockett School

Mrs. Sarah Berry
218 Hawthorne

Lonsdale School

Mrs. John W. Carty
1216 Louisiana Avenue

Maynard School

Mrs. Virginia Drew
1011 James Street

McCallie School

Mrs. Coy F. Brewer
546 Fifth Avenue

Mountain View School

Mr. Richard Odom
1827 Prospect Place

Park Lowry School

Mrs. Joseph W. Mann
2350 Woodbine Avenue

Perkins School

Mrs. William McCoig
3942 Windsor Avenue

Robert Huff School

Mrs. Harry B. Henry
2815 Riverside Drive

Sam Hill School

Mrs. Edith Hutchinson
1012 Texas Avenue

Austin-East High School

Mrs. Glenda Sullivan
2435 Linden Avenue

Beardsley Jr. High School

Mrs. Janice Debro
1225 Pickett Street

Park Jr. High School

Mrs. W. A. Tarwater
2307 E. Glenwood

Advisory Committee - Parents (continued)

Rule High School

Mrs. Constance Jackson
2135 Texas Avenue

Van Gilder School

Mrs. Billy F. Mooneyham
4821 Ridgedale Road

Vine Jr. High School

Mrs. Almeda Wright
1153 Nelson Street

TITLE I ACTIVITIES AND SERVICES

Kindergarten

This program has one major objective; it will atempt to provide those pre-school experiences that children need in order to enter first grade with a better chance of success. Activities are planned which will acquaint youngsters with standard English and a range of activities broad enough to aid in overcoming communication skills deficiencies.

Communication Skills

The Communication Skills Program is a program of remedial instruction and supportive services. Remedial instruction in the areas of language arts and mathematics will be done on a more individualized basis. This phase of the project attempts to correct the most obvious communication skills deficiencies.

Language and Mathematics Experience Centers

The primary purpose of the language and mathematics learning centers is to provide an activity-oriented situation which utilizes an individualized instruction to build a working knowledge of the fundamental operations in language and mathematics. The program will include students from grades two through six who are of average intelligence and working at least one to one and one-half years below the grade level to which they have been assigned. Students are released from the regular classroom for a period of 50 minutes in order to gain more meaningful experiences in mastering the fundamental operations in language and mathematics. The number of pupils in each of these centers ranges from 8 to 12. The teacher in each of these centers is assisted by a full-time teacher aide with the duties of the aide being well

Language and Mathematics Experience Centers (Continued)

defined. Centers are equipped with an extensive array of programmed materials and machinery. Additional materials and machinery will be added as funds become available.

Environmental Studies Program

The new National Environmental Education Development Program (NEED) is designed to make children aware of and appreciate the "balance of life" in nature. By spending a week in an outdoor laboratory, such as Tremont near Townsend, children study and meditate about the interrelationships, interdependency, and changes in the "strands" of nature that relate to such diverse subject matter as history, communications, mathematics, art, geography and social studies.

Sertoma Preparatory School for Mentally Retarded Children

Sertoma Preparatory School for Mentally Retarded Children is a private, fully licensed day school operated and underwritten by the Sertoma Club of Knoxville. The school is the civic club project of 100 business and professional community leaders of Knoxville in their efforts to be of service to mankind. Token tuition of $25 per month is charged to enroll a child in the school. Actual cost of operation of the school reportedly amounts to several times this amount. The PL89-10, Title I Program is restricted to participation of youngsters aged 5 through 17. It is projected that only two or three such youngsters would be eligible for participation in the Sertoma Program.

Special Needs Program for Austin-East High School

A review of the results of the California Achievement Test has indicated a need for intensive concentration on the reading problems of a number of students at Austin-East High School. It is recommended that a Special Needs Program be initiated at Austin-East High School to serve those pupils who are now reading below class level. This program will enhance the present reading program and give the teachers in Communication Skills additional materials with which to work. It is believed that this program, staffed with properly qualified teachers, will be helpful in improving the academic performance of average and above average students who are presently reading below norms for their respective grades. It is hoped that an additional class can be established at Rule Jr. - Sr. High School effective as of the 1970-71 school year.

Supportive Services

Psychological services, guidance and counseling, speech and hea ring, attendance services, visually handicapped and health services are provided on a supplemental basis. These services are provided out of Title I funds as a "plus offering" with respect to what is usually provided out of General Purpose School funds.

Food Services

Food services are provided participating youngsters in the Kindergarten Program. Breakfast is provided eligible youngsters in all of the participating project elementary schools. Currently about 50% of the enrollment in the

Food Services (Continued)

participating schools eat breakfast. It is hoped that the program can be extended to the project secondary schools as of the 1970-71 school year if funds become available.

Transportation and Field Trips

A liberal field trip allowance is provided all of the participating project schools. In addition to field trip monies provided out of PL89-10, Title I, the Junior League of Knoxville provides additional funds for selected project schools.

Supplemental Equipment, Materials and Supplies

Supplemental materials are provided for the library, classrooms and special activities on a "plus" basis in order to bring project schools up to or beyond the existing levels of equipment and materials presently enjoyed by non-project schools. It is intended that project schools have the best equipment and supplies in the system. The schools are now approaching this situation.

Cultural Enrichment Activities

Currently the cultural enrichment activities are provided in the form of a gymnastics center and the Student Museum. The gymnastics center is designed to provide enrichment physical education activities that project youngsters would not usually be able to participate in because of limited economic resources. The center is located in the old Austin High School gymnasium and is adequately equipped and staffed. Most of the gymnastic activities are carried on during

Cultural Enrichment Activities (Continued)

after school hours. It is hoped that another gymnastic center can be established at Rule Jr. - Sr. High School if space and funds are available. The Student Museum is a cooperative activity sponsored jointly by the Akima Club and Title I. The Museum has an extensive array of art and scientific exhibits. Other activities are scheduled and arranged as needed. The Museum is located in the old Oakland School building on Oakland Drive in Fountain City. The Museum keeps hours that are convenient to the participating project schools.

Summer School

Summer school is offered in the selected areas of high concentration of disadvantaged children. The summer program is designed to provide for both remedial and enrichment instruction.

EXHIBIT 2

PROJECT SCHOOLS

AVERAGE DAILY ATTENDANCE

		1968-69 ADA%	1969-70 ADA%
Elementary			
Beaumont		93.66	96.18
Brownlow		91.37	92.84
Cansler		93.43	95.39
Cedar Grove		92.17	93.31
Eastport		96.06	94.93
Fair Garden		94.17	94.69
Flenniken		94.31	95.12
Green		91.80	93.39
Lincoln Park		97.95	97.20
Lockett		96.81	96.46
Lonsdale		92.48	93.20
McCallie		92.69	93.33
Maynard		92.87	93.26
Moses		91.64	93.38
Mountain View		91.70	93.55
Park Lowry		93.34	94.12
Perkins		92.57	94.41
Robert Huff		92.86	93.53
Sam Hill		92.03	93.90
	Total	93.17	94.17
Secondary			
Austin-East		91.54	93.87
Beardsley Jr.		87.92	91.43
Christenberry Jr.		92.34	92.96
Park Jr.		91.62	91.19
Rule Jr. - Sr.		89.39	90.19
Van Gilder		88.16	91.58
Vine Jr.		91.46	93.18
	Total	90.22	92.06